

**Sociology 100**  
**Introduction to Sociology**  
**Fall 2011**

**Section 04: Monday/Wednesday/Friday 09:30-10:20 a.m. Room: SAC-120**

Professor: Dr. Michelle Corbin  
Office: S-218A  
Office hours: Wednesday 2-3; Friday 12-2 (also by appointment)  
Email: mcorbin@worchester.edu  
Phone: 508-929-8534 (I prefer email)

"The first lesson of modern sociology is that the individual cannot understand his own experience or gauge his own fate without locating himself within the trends of his epoch and the life-chances of all the individuals of his social layer "

*-C.Wright Mills: White Collar: The American Middle Classes, 1951*

"It is not the consciousness of men that determines their existence, but their social existence that determines their consciousness."

*-Karl Marx*

### **Course Description**

The purpose of this course is to introduce you to the discipline of sociology. Sociologists study 'society' or more specifically the structures and institutions of society. These structures and institutions range in size from micro level small group dynamics, meso level institutions such as organizations and schools to the macro level of governments and international global relationships. Sociology as a discipline has long been concerned with how these structures and institutions are fundamentally responsible for the distribution of both material and nonmaterial resources within and between societies. Sociologists study these relationships in order to identify, understand and hopefully ameliorate stratified or unequal distributions of resources that result from these structures and institutions.

In sociology it is widely assumed that these unequal distributions of power are organized via the interlocking systems of race, class, gender and sexuality. As such, in this course we will critically analyze the raced, classed, and gendered social structures and institutions that organize the social world. In line with this critical approach we will pay particular attention to scholarship that seeks social change and equality, especially those efforts toward intersectional coalitions that address multiple dimensions of inequality simultaneously.

As is also customary in the sociological tradition, another primary goal of this course is to develop your "sociological imagination" such that you strengthen your critical understanding of the connections between your own life and the politically and historically situated social world in which you find yourself. This course will push you to critically analyze the presence of the larger structural world as it informs your own personal life and understandings. In this regard, I hope that beyond an understanding of the discipline of sociology that this course will also encourage you to read, think, reflect and write critically about the situated social worlds in which we are all embedded.

## **Pre-requisites**

There are no prerequisites for this course.

## **Course Materials**

*The following texts are required:*

Mapping the Social Landscape: Readings in Sociology, 6<sup>th</sup> edition. By Susan J. Ferguson  
ISBN: 978-0-07-352821-2

The Sociologically Examined Life: Pieces of the Conversation, 4<sup>th</sup> Edition. By Michael Schwalbe  
ISBN: 978-0073380117

Supplemental required readings will be posted on Blackboard.

## **Course Expectations/Policies/Concerns**

Active participation and attendance are important to the success of the course for both you and your classmates. All of the readings are to be completed prior to class so that we will share the same information base during class discussions/activities. (Reading Logs and Participation Logs will be used to encourage this class preparation.) You are responsible for all material covered in the course including lectures, readings, discussions, films, and learning exercises. You are responsible for being present when assignments are distributed and for obtaining any information, assignments or schedule changes that you may have missed. You are responsible for the course content communicated over Blackboard. This includes submitting assignments electronically and on time. If you have concerns about the use of such electronic programs, please speak to me about your concerns. You are expected to conduct yourself in a manner that is respectful to your classmates and myself at all times.

## **Class Policies**

The following is a description of my class policies, which you should think of as a contract. By taking this course, you are agreeing to these basic rules and accepting the consequences for breaking them.

1. **Accessibility of Instructor:** If you need to reach me for any reason, email is the best method. Please email me at [mcorbin@worchester.edu](mailto:mcorbin@worchester.edu) with "Course Name Section" in the subject line so that I can address your email as quickly as possible. You can also meet with me during office hours or schedule an appointment to meet with me at a different time.
2. **Attendance:** Mandatory!! The majority of what we will learn over the semester will be from what we create while we are in the classroom. Participation points will be earned using daily in-class writing exercises. There are no make-ups for participation worksheets. If you are absent from class, you will miss the daily writing assignment. These assignments will not be available for makeup as you cannot 'participate' in a class you did not attend.
3. **Late Work and Make-Ups:** I only accept late work or make-up of missed work for documented, excused absences. Excused absences include illness, injury or emergency. You must provide written documentation verifying your illness/injury on the day that you return to class. You will not be allowed to turn in missed assignments if you have not provided this documentation. In addition, if it is found that you have falsified the

documentation provided, I will refer you to the Academic Judicial Board. In cases of absence(s) due to religious observance, you must personally hand me written notification of the projected absence within 2 weeks of the beginning of the semester.

4. **Written Assignments:** All written assignments (except for participation logs) should be typed in 12-point font, double-spaced and have a title, page numbers and 1-inch margins (max.) Also, carefully edit for spelling, punctuation and grammar. All written assignments, with the exception of participation logs, must be submitted via Blackboard by the due date/time. **I do not accept emailed or hand-written assignments.**
5. **Course Content:** This course will cover material that may challenge some of your most “sacred” beliefs and therefore may be an uncomfortable experience for you. I would encourage you to reflect upon those materials that are most disturbing and to clarify for yourself exactly what is upsetting. Please see me immediately if you find any of the course material excessively offensive. You will be expected to read, view, and reflect upon materials addressing many potentially controversial topics as part of the course requirement. We should discuss in advance any special situations that you feel would be in conflict with these course goals.
6. **Classroom Environment:** In this course, we will cover many issues and ideas that are controversial. However, the discussion of difficult issues is essential to a truly engaged and critical education. Actively fostering a healthy classroom community that respects the diversity of experiences of its members will enable us to sustain difficult dialogues while still maintaining a safe and respectful learning environment. Therefore, we will work to create a genuine but respectful environment where many voices and perspectives are welcome. Please conduct yourself accordingly.
7. **Electronic Devices:** Due to the nature of the classroom dialogue, please do not use laptop computers during class. Pencil and paper are sufficient for note taking in this class. Also, out of respect for each other and in order to be present in the classroom, all students must turn off/silence and abstain from using cell phones, Blackberries, pagers, iPods, and related electronic devices. This includes text messages. Do not text during class. Not even in your lap. Be here now.
8. **Accommodations for students with disabilities:** I will make every effort to provide Disability Services Office (DSO) authorized accommodations and support services for students with disabilities. Students requiring DSO accommodations should make an appointment with me to discuss their needs within the first two weeks of the semester.
9. **Academic integrity:** I take violations of academic integrity seriously and I will refer any such incidents to the Academic Judicial Board. Academic dishonesty includes but is not limited to cheating, plagiarism, falsification of information, and seeking credit for the same work. Please refer to the Code of Conduct Guide to Academic Honesty Code of Academic Integrity for policy details:  
[http://www.worcester.edu/JudicialAffairs/Shared%20Documents/Code\\_of\\_Conduct-2011-WEB.pdf](http://www.worcester.edu/JudicialAffairs/Shared%20Documents/Code_of_Conduct-2011-WEB.pdf)

10. **Study Habits:** The time necessary to devote to this class will vary from student to student. However, a general guideline to follow for all undergraduate level courses is two hours of studying outside of class for every one hour in. Thus, on average you should be devoting six (6) hours a week to preparing for this class.

You will get the most out of the class if you read assignments as scheduled and participate actively in class. The assignments have been designed to facilitate an even pace of learning. Do not attempt to make this time up during one heroic cram session at the end of the semester. The points for the semester are evenly distributed across the 16 weeks and cannot be made up at the end.

The Academic Success Center provides an array of services to students including advising, tutoring and study skills assistance. Please contact them for more information:  
Academic Tutoring Center/Learning Assistance Center: Academic Success Center, Room 130, 508-929-8530/8043

### **Course Requirements**

#### ***Participation logs (150 points/ 27%):***

Much of the ‘work’ of this class occurs in the classroom. It is essential that all students attend class regularly and contribute to the knowledge building process. I will not be giving points for ‘speaking’ in class. I do not want to penalize students who do not speak out in class but who are certainly participating intellectually. Therefore, in order to facilitate participation, spoken or unspoken, most classes will end with a participation worksheet. The worksheet will ask students to reflect on what happened in the classroom that day. These worksheets are not available for make up. You cannot ‘participate’ in a class you did not attend. I frequently read these student comments to the class. If you prefer that I not share your writing please write ‘DO NOT SHARE’ on the front page. Choosing to keep your logs private will not impact your grade in any way.

#### ***Reading logs (200 points/ 36%):***

Writing is a valuable learning tool that can help you to synthesize, analyze, and apply course content. In order to help you immerse yourself in this process and to encourage you to read and contemplate the course materials in a timely fashion, I have assigned reading logs for each week’s reading. Each log is an opportunity for you to reflect on what you have read, articulate your own thoughts and feelings and connect the material as much as possible to your own life. You must complete 10 logs over the course of the semester. **I do not accept emailed or hand-written assignments.** See the Reading Log Template in this syllabus for more specific guidelines (also available on Blackboard).

#### ***Movie logs (100 points/ 18%):***

In order to offer a broader range of materials and accommodate a range of learning styles, I have chosen several films to watch that I feel accentuate the issues we will be exploring. You are responsible for watching the assigned film outside of class. All the films are available to watch online. In order to encourage you to contemplate the film and make connections to other course content, you will be asked to write a Movie log for each film. These are to be submitted via Blackboard. See the Movie Log Schedule and the Movie Log Template in this syllabus for the schedule of films and for specific assignment guidelines (also available on Blackboard).

### **Final Project: Thematic Portfolio (100 points/ 18%)**

As a capstone project, you will create a learning portfolio. A learning portfolio is a visible indicator of your active engagement with and application of the course material. An artist might use a portfolio to showcase the techniques they have developed, particular works of which they are proud or their development of skills over time. Similarly, you will construct a portfolio that showcases your work over the semester. Reviewing and then reflecting on your own scholarship will help you to make additional connections and to better synthesize your learning over the semester. I will provide specific assignment guidelines later in the semester.

### **Reading Schedule: Fall 2011**

#### **Week 1: Sept. 7-9**

**Topic: *Introduction to the course***

Syllabus (please review carefully)

#### **Week 2: Sept. 12-16**

**Topic: *The Sociological Perspective***

Ferguson:

The Promise

Teenage Wasteland: Suburbia's Dead-End Kids

An intersection of biography and history: My intellectual journey

Schwalbe:

Chapter 1: Making sense of the world differently

Blackboard:

N/A

#### **Week 3: Sept 19-23**

**Topic: *Inventing the Social World***

Ferguson:

Article 19: On being sane in insane places

Schwalbe:

Chapter 2: Inventing the social world

Chapter 5: Becoming human

Blackboard:

Lies my teacher told me

#### **Week 4: Sept 26-30**

**Topic: *Understanding Power in Social Life***

Ferguson:

Article: 24: Who rules America? The corporate community and the upper class

Article 35: The Power Elite

Schwalbe:

Chapter 10: Understanding Power in Social Life

Blackboard:

The Public Transcript

**Week 5: Oct 3-7**

**Topic: *Mass Media and Social Control***

Ferguson:

Media Magic: Making Class Invisible  
Muslim Americans in the news before and after 9/11

Schwalbe:

Chapter 9: Images, Representations and accounts

Blackboard:

Manufacture of consent

**Week 6: Oct 10-14**

**Topic: *Socialization, Groups and Social Structure***

Ferguson:

Making it by faking it: Working-class students in an elite academic environment  
Shopping as symbolic interaction: Race, class, and gender in the toy store  
Article 57: The atrophy of social life

Schwalbe:

Chapter 4: Relationships, Groups and Interdependence

Blackboard:

N/A

**Week 7: Oct 17-14**

**Topic: *Social Inequality: Social Class***

Ferguson:

The hidden cost of being African American: How wealth perpetuates inequality  
Nickel-and-dimed: On (not) getting by in America

Schwalbe:

Chapter 11: Differences and Inequalities

Blackboard:

The Post-Industrial Peasant

**Week 8: Oct 24-28**

**Topic: *Social Inequality: Race and ethnicity***

Ferguson:

'New racism,' Color-blind racism, and the future of whiteness in America  
At the slaughterhouse, some things never die

Schwalbe:

Chapter 6: Behavior as a product of interaction

Blackboard:

White privilege: Unpacking the invisible Knapsack

**Week 9: Oct 31- Nov 4**

**Topic: *Social Inequality: Gender and Sexuality***

Ferguson:

Gender as structure  
Dude, you're a fag

Schwalbe:

N/A

Blackboard:

Masculinities and athletic careers  
Without a net: The female experience of growing up working class (excerpts)  
Introduction  
Scholarship baby (about Worcester!)

**Week 10: Nov 7-11**

**Topic: *Social Institutions: Economy and Work***

Ferguson:

Manifesto of the communist party  
Over the counter: McDonald's  
The time bind: when work becomes home and home becomes work

Schwalbe:

Chapter 8: Contingency and cause

Blackboard:

The Second Shift

**Week 11: Nov 14-18**

**Topic: *Social Institutions: Family***

Ferguson:

The Deinstitutionalization of American marriage  
The Mommy tax  
Invisible inequality: Social class in childrearing in Black families and White families

Schwalbe:

N/A

Blackboard:

Straight is to gay as family is to no family

**Week 12: Nov 21-25**

***No Assigned Reading. Happy Thanksgiving.***

**Week 13: Nov 28- Dec2**

***Topic: Social Institutions: Education***

Ferguson:

Civilize them with a stick

Still separate, still unequal: America's educational apartheid

Bad boys: Public schools in the making of Black Masculinity

Schwalbe:

N/A

Blackboard:

Still Failing at Fairness: How Gender Bias Cheats Girls and Boys in School

**Week 14: Dec 5-9**

***Topic: Social Change***

Ferguson:

American Social trends

What can we do? Becoming a part of the solution

Schwalbe:

Chapter 12: Studying and changing the social world

Blackboard:

Manifessta

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**Reading Log Template (20 points):**  
*(2 pages of writing)*

Each week you should write a reading log where you reflect on the assigned readings for the week. Each log is an opportunity for you to reflect on what you have read, articulate your own thoughts and feelings and connect that material as much as possible to your own life.

In each log you are responding to multiple readings. You may respond to these readings in a variety of ways. One of the best ways is to address the general themes of the readings and to make connections across topics. I have assigned these readings together and in sequence because they shared theme and offer different angles of vision on similar topics. In your log you should reflect on those overarching themes and draw connections to your own emerging understandings of course materials.

For any given week there may be specific readings that you find particularly engaging. It is fine to spend more time on some readings than others. However, it should be clear from your log that you have completed all the readings. If it appears that you are focusing on only one short reading and it is not clear to me that you are connecting it to the readings as a whole you may lose points. Make sure you provide citations when you reference specific works.

Your log should be guided by the following questions. You may answer one, a few or all of them. The goal is to help you reflect and synthesize the material. The goal is not just perfunctorily answering all the questions. Let the questions guide your answers but know that if you are substantively and thoughtfully engaging the material that this will suffice. You should not answer them in an 'exam' question style but rather in a long essay like style. Content is more important than perfect writing/prose/style/format but this is not just a 'free write' either. Reasonable clarity, grammar and spelling and complete sentences are expected.

**Questions for the reading log:**

- 1) Confirmed assumptions: What opinions/thoughts/feelings/understandings did the readings confirm for you? In what way?
- 2) Violated assumptions: What opinions/thoughts/feelings/understandings did the readings challenge for you? In what way?
- 3) Which concept/idea/argument/story did you find most thought provoking/compelling/disturbing/memorable etc. How so?
- 4) What is the relationship between the ideas in these readings and your own personal experience? Similar or different? How does this reading help you to connect your own personal experience to the larger systems of power/culture/history etc?
- 5) Provide specific examples of occurrences in 'real life' that connected with the readings. Something you saw/heard/did/read out etc that illustrated the readings or the readings helped you to understand/notice/reflect upon.

***The "Don't" list***

***(The following strategies/responses should be avoided)***

Do not type quotes from the material. I want your words, not theirs.

Do not summarize. I have read it too.

Approaches to avoid

I liked it . . . It was interesting.

I did not like it because it was wrong.

I agree with . . . . .

I disagree with . . . . .

I did not like it because I did not understand it.

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**Participation Log Template (5 points):**

During most class periods you will write a participation log reflecting on the day's lecture and discussion. This log will be hand written during class and submitted at the end. Please use a separate piece to answer ONE of the following questions:

- 1) Confirmed assumptions: What opinions/thoughts/feelings/understandings did class confirm for you? In what way?
- 2) Violated assumptions: What opinions/thoughts/feelings/understandings did class challenge/conflict with for you? In what way?
- 3) What is one comment made by a peer that you found particularly interesting/helpful/thought provoking etc? Why or How so?
- 4) What did class help you to understand that you were struggling with? How so?
- 5) What did you want to add to the discussion but did not? What would you add to today's discussion?

Additional Guidelines

*Please make sure to put your name and the date on your log to ensure you receive credit.*

*Do not summarize or provide lecture notes. I want to hear what **you** were thinking about.*

*I sometimes choose student responses to read to the class. If you do not wish to have your response read anonymously to the class please write "DO NOT SHARE" on your log. Your grade will not be impacted in any way if you choose to keep your logs private.*

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**Movie Log Template (20 points):**  
*(1page of writing)*

I have chosen a variety of films that I feel offer useful explorations of course issues. Watch each film looking for what that film has to offer in regard to understanding the social world. As you watch, think about these issues and attempt to understand what the film is trying to say. What is the film doing? What techniques is it using? Why? How does it relate to your own knowledge and understandings? How does it relate to the concepts of the course? What do you learn from the film? What does the film leave out? What feels missing? As such, you should not watch and respond to these films looking only for whether or not it is entertaining. Also do not rely on the frame of “I agree” or “I disagree” or “I liked it” or “I didn’t like it”. Rather, you should explore the films with some curiosity and attempt to connect them to course ideas.

Your log should be guided by the following questions. You may answer one, a few or all of them. The goal is to help you reflect and synthesize the material. The goal is not just perfunctorily answering all the questions. Let the questions guide your answers but know that if you are substantively and thoughtfully engaging the material that this will suffice. You should not answer them in an ‘exam’ question style but rather in a long essay like style. Content is more important than perfect writing/prose/style/format but this is not just a ‘free write’ either. Reasonable clarity, grammar and spelling and complete sentences are expected.

**Answer any combination of the following questions:**

- 1) Confirmed assumptions: What opinions/thoughts/feelings/understandings did the movie confirm for you? In what way?
- 2) Violated assumptions: What opinions/thoughts/feelings/understandings did the movie challenge for you? In what way?
- 3) Which concept/idea/argument/story did you find most thought provoking/compelling/disturbing/memorable etc. How so?
- 4) What is the relationship between the ideas in the film and your own personal experience? Similar or different? How does this movie help you to connect your own personal experience to the larger systems of power/culture/history etc?
- 5) Provide specific examples of occurrences in ‘real life’ that connected with the film. Something you saw/heard/did/read out etc that illustrated the film or the film helped you to understand/notice/reflect upon.

***The “Don’t” list***

***(The following strategies/responses should be avoided)***

Do not type quotes from the material. I want your words, not theirs.

Do not summarize. I have read it too.

Approaches to avoid

I liked it . . . It was interesting.

I did not like it because it was wrong.

I agree with . . . . .

I disagree with . . . . .

I did not like it because I did not understand it.

		Topic	Reading log (Friday)	Participation Logs (Daily)	Movie log (Monday)
Week 1	<b>Monday</b>	Syllabus and Introductions			
	<b>Wednesday</b> 7-Sep				
	<b>Friday</b> 9-Sep				
Week 2	<b>Monday</b> 12-Sep	The Sociological Perspective			
	<b>Wednesday</b> 14-Sep			1	
	<b>Friday</b> 16-Sep		1	2	
Week 3	<b>Monday</b> 19-Sep	Inventing the Social World			
	<b>Wednesday</b> 21-Sep			3	
	<b>Friday</b> 23-Sep		2	4 5	
Week 4	<b>Monday</b> 26-Sep	Understanding Power in Social Life			
	<b>Wednesday</b> 28-Sep			6	
	<b>Friday</b> 30-Sep		3	7 8	
Week 5	<b>Monday</b> 3-Oct	Mass Media and Social Control			
	<b>Wednesday</b> 5-Oct			9	Psywar: Wake Up!
	<b>Friday</b> 7-Oct		4	10 11	
Week 6	<b>Monday</b> 10-Oct	Socialization, Groups and Social Structure			
	<b>Wednesday</b> 12-Oct			no class	
	<b>Friday</b> 14-Oct		5	12 13	
Week 7	<b>Monday</b> 17-Oct	Social Inequality: Social Class			
	<b>Wednesday</b> 19-Oct			14	Capitalism: A love story
	<b>Friday</b> 21-Oct		6	15 16	
Week 8	<b>Monday</b> 24-Oct	Social Inequality: Race and ethnicity			
	<b>Wednesday</b> 26-Oct			17	
	<b>Friday</b> 28-Oct		7	18 19	
Week 9	<b>Monday</b> 31-Oct	Social Inequality: Gender and Sexuality			
	<b>Wednesday</b> 2-Nov			20	The Corporation
	<b>Friday</b> 4-Nov		8	21 22	
Week 10	<b>Monday</b> 7-Nov	Social Institutions: Economy and Work			
	<b>Wednesday</b> 9-Nov			23	
	<b>Friday</b> 11-Nov		9	no class no class	
Week 11	<b>Monday</b> 14-Nov	Social Institutions: Family			
	<b>Wednesday</b> 16-Nov			n/a	Flow
	<b>Friday</b> 18-Nov		10	24 25	
Week 12	<b>Monday</b> 21-Nov	No Assigned Reading. Happy Thanksgiving.			
	<b>Wednesday</b> 23-Nov			26	
	<b>Friday</b> 25-Nov			no class no class	
Week 13	<b>Monday</b> 28-Nov	Social Institutions: Education			
	<b>Wednesday</b> 30-Nov			27	
	<b>Friday</b> 2-Dec		11	28 29	
Week 14	<b>Monday</b> 5-Dec	Social Change  <i>Last day of classes</i>			
	<b>Wednesday</b> 7-Dec			30	Consuming Kids
	<b>Friday</b> 9-Dec		12	31 32	
Final Exam Week	<b>Friday</b> 16-Dec	Soc 100 Sect. 04: MWF 09:30-10:20	Time: 8:30		
	<b>Monday</b> 19-Dec	Soc 100 Sect. 05: MWF 10:30-11:20	Time: 8:30		

## Participation Logs

*Sociology Fall 2011 Corbin*

*Due daily in class*

5 points per log

30 logs required (32 possible)

Logs above 30 are counted as extra credit

150 points required (160 points available)

	Date	Log #	Points earned
Week 1	<b>Monday</b>		n/a
	<b>Wednesday</b>	7-Sep	n/a
	<b>Friday</b>	9-Sep	n/a
Week 2	<b>Monday</b>	12-Sep	n/a
	<b>Wednesday</b>	14-Sep	1
	<b>Friday</b>	16-Sep	2
Week 3	<b>Monday</b>	19-Sep	3
	<b>Wednesday</b>	21-Sep	4
	<b>Friday</b>	23-Sep	5
Week 4	<b>Monday</b>	26-Sep	6
	<b>Wednesday</b>	28-Sep	7
	<b>Friday</b>	30-Sep	8
Week 5	<b>Monday</b>	3-Oct	9
	<b>Wednesday</b>	5-Oct	10
	<b>Friday</b>	7-Oct	11
Week 6	<b>Monday</b>	10-Oct	n/a
	<b>Wednesday</b>	12-Oct	12
	<b>Friday</b>	14-Oct	13
Week 7	<b>Monday</b>	17-Oct	14
	<b>Wednesday</b>	19-Oct	15
	<b>Friday</b>	21-Oct	16
Week 8	<b>Monday</b>	24-Oct	17
	<b>Wednesday</b>	26-Oct	18
	<b>Friday</b>	28-Oct	19
Week 9	<b>Monday</b>	31-Oct	20
	<b>Wednesday</b>	2-Nov	21
	<b>Friday</b>	4-Nov	22
Week 10	<b>Monday</b>	7-Nov	23
	<b>Wednesday</b>	9-Nov	n/a
	<b>Friday</b>	11-Nov	n/a
Week 11	<b>Monday</b>	14-Nov	n/a
	<b>Wednesday</b>	16-Nov	24
	<b>Friday</b>	18-Nov	25
Week 12	<b>Monday</b>	21-Nov	26
	<b>Wednesday</b>	23-Nov	n/a
	<b>Friday</b>	25-Nov	n/a
Week 13	<b>Monday</b>	28-Nov	27
	<b>Wednesday</b>	30-Nov	28
	<b>Friday</b>	2-Dec	29
Week 14	<b>Monday</b>	5-Dec	30
	<b>Wednesday</b>	7-Dec	31
	<b>Friday</b>	9-Dec	32
		Total Points	
		Points Required	150
		Grade	

## Reading Logs

**Sociology Fall 2011 Corbin**

*Due on Fridays by 9:00 a.m.*

20 points per log

10 logs required (12 possible)

200 points required (240 points available)

	Date	Log #	Points earned
Week 1	<b>Monday</b>		n/a
	<b>Wednesday</b>	7-Sep	
	<b>Friday</b>	9-Sep	
Week 2	<b>Monday</b>	12-Sep	
	<b>Wednesday</b>	14-Sep	
	<b>Friday</b>	16-Sep	
Week 3	<b>Monday</b>	19-Sep	
	<b>Wednesday</b>	21-Sep	
	<b>Friday</b>	23-Sep	
Week 4	<b>Monday</b>	26-Sep	
	<b>Wednesday</b>	28-Sep	
	<b>Friday</b>	30-Sep	
Week 5	<b>Monday</b>	3-Oct	
	<b>Wednesday</b>	5-Oct	
	<b>Friday</b>	7-Oct	
Week 6	<b>Monday</b>	10-Oct	
	<b>Wednesday</b>	12-Oct	
	<b>Friday</b>	14-Oct	
Week 7	<b>Monday</b>	17-Oct	
	<b>Wednesday</b>	19-Oct	
	<b>Friday</b>	21-Oct	
Week 8	<b>Monday</b>	24-Oct	
	<b>Wednesday</b>	26-Oct	
	<b>Friday</b>	28-Oct	
Week 9	<b>Monday</b>	31-Oct	
	<b>Wednesday</b>	2-Nov	
	<b>Friday</b>	4-Nov	
Week 10	<b>Monday</b>	7-Nov	
	<b>Wednesday</b>	9-Nov	
	<b>Friday</b>	11-Nov	
Week 11	<b>Monday</b>	14-Nov	
	<b>Wednesday</b>	16-Nov	
	<b>Friday</b>	18-Nov	
Week 12	<b>Monday</b>	21-Nov	n/a
	<b>Wednesday</b>	23-Nov	
	<b>Friday</b>	25-Nov	
Week 13	<b>Monday</b>	28-Nov	
	<b>Wednesday</b>	30-Nov	
	<b>Friday</b>	2-Dec	
Week 14	<b>Monday</b>	5-Dec	
	<b>Wednesday</b>	7-Dec	
	<b>Friday</b>	9-Dec	
		Total Points	
		Points Required	200
		Grade	

## Movie Log

**Sociology    Fall 2011    Corbin**  
**Due on Mondays by 9:00 a.m.**

20 points per log  
 5 logs required  
 100 points required

Movie	URL	Log Due	Points earned
Psywar: Wake up!	<a href="http://topdocumentaryfilms.com/psywar/">http://topdocumentaryfilms.com/psywar/</a>	3-Oct	
Capitalism: A love story	<a href="http://topdocumentaryfilms.com/capitalism-love-story/">http://topdocumentaryfilms.com/capitalism-love-story/</a>	17-Oct	
The Corporation	<a href="http://www.thecorporation.com/index.cfm?page_id=46">http://www.thecorporation.com/index.cfm?page_id=46</a>	31-Oct	
Flow: For the love of water	<a href="http://topdocumentaryfilms.com/flow-for-love-of-water/">http://topdocumentaryfilms.com/flow-for-love-of-water/</a>	14-Nov	
Consuming Kids: The commercialization of childhood	<a href="http://topdocumentaryfilms.com/consuming-kids/">http://topdocumentaryfilms.com/consuming-kids/</a>	5-Dec	
<b>Total Points</b>			
<b>Points Required</b>			100
<b>Grade</b>			

# Assignment Summary

Sociology    Fall 2011    Corbin

Assignment	Points required	Points Required (% of grade)	Points Earned
Participation Logs <i>In-class participation log</i> (5 pts each-32 possible-30 required)	150	27	
Reading Logs (20 pts each-12 possible-10 required)	200	36	
Movie Response (20 points per response- 5 movies)	100	18	
Final Project: Portfolio (100 points)	100	18	
<b>Total points Required</b>	<b>550</b>	<b>100</b>	

**Total points earned**

**Grade**


A+ (97% to 100%)	531-550	C+ (77% to 79%)	421-437
A (93% to 96%)	509-530	C (73% to 76%)	399-420
A- (90% to 92%)	493-508	C- (70% to 72%)	383-398
B+ (87% to 89%)	476-492	D+ (67% to 69%)	366-382
B (83% to 86%)	454-475	D (63% to 66%)	365-344
B- (80% to 82%)	438-453	D- (60% to 62%)	328-343
		F (below 60%)	< 342

The end.